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Twin Rivers Unified School District
Highlands High School
CDS Code: 34-76505-3434370

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2013-14 School Accountability Report Card

Principal's Message

Highlands High has continued to build upon the school-wide renaissance that began four years ago. We are excited that our school culture has been impacted by our Building Effective Schools Together (BEST) positive student support along with the academic and athletic success. Highlands High School received a six year accreditation from the Western Association of Schools and Colleges (WASC). We offer programs that engage student interest and increase achievement such as Advancement Via Individual Determination (AVID), Project Lead the Way (PLTW) Bio Medical and Engineering strands, Digital Media and Photography. As always, our focus is to provide rigorous academic coursework and standards to prepare Highlands High students for college or career.

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

School Mission Statement

Highlands High School achieves excellence by providing a nurturing community to stimulate motivation and creativity in an environment that builds integrity, independence, and productive citizens.

District & School Profile (School Year 2014-15)

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Started in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools. Highlands High School had a beginning enrollment of 823 students in grades nine through twelve for the 2013-14 school year.

Enrollment by Student Group

2013-14

	Percentage
African American	13.9%
American Indian	1.1%
Asian	5.1%
Filipino	1.0%
Hispanic or Latino	45.4%
Pacific Islander	0.4%
White	27.7%
Two or More	4.7%
None Reported	0.7%
English Learners	11.8%
Socioeconomically Disadvantaged	89.9%
Students with Disabilities	14.0%

Enrollment By Ethnicity Or Student Group (School Year 2013-14)

This chart illustrates the enrollment trend by ethnicity or student group.

School Enrollment & Attendance (School Year 2013-14)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Highlands High School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Students are referred to the School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2011-12	2012-13	2013-14
9th	239	260	214
10th	236	241	232
11th	195	220	188
12th	190	169	189

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Highly Qualified Teachers (School Year 2013-14)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	94.8%	5.2%
District	75.3%	24.7%
High-Poverty Schools in District	75.3%	24.7%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	48	0	37	1181
Without Full Credentials	0	0	2	14
Working Outside Subject	1	0	0	53

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

	Misassignments/Vacancies		
	12-13	13-14	14-15
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	1	1	2
Total Misassignments of Teachers	1	1	2
Vacant Teacher Positions	1	0	0

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

School Facilities & Safety (School Year 2014-15)

Highlands High was originally constructed in 1956. The campus is currently comprised of 65 classrooms, one library, eight computer labs, two gyms, a football stadium, one weight room, one music building, one staff lounge, and a cafeteria.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Two full-time custodians ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms are in complete working order.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 2014-15 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.72% of the district's general fund budget.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 08/26/2014				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		Boys Locker Room-the paint on the ceiling is chipping; Boys Restroom Next to Room D1-there is graffiti; Girls Restroom next to Room D8-there are cracks on the ceiling; Library-there are stained light covers and ceiling tiles; Room C3-the blinds are broken and the paint is chipped on one wall; Room C5-there is torn wall covering; Room E15-there is torn wall covering; Room N4-there is torn wall covering; Small Gym-the paint is chipping on the walls.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Boys Restroom Next to Room D1-the floor is dirty; Girls Restroom by the Main Gym-the floor is dirty; Room N4-the sink is dirty; Room SP1-the television is not strapped, and the countertop is missing a Formica end cap;
Electrical		X		Boys Restroom by the Gym Lobby-there are two lights out; Cafeteria-there are two lights out; Kitchen-there are four lights out; Library-there are three lights out; Main Gym-there are two lights out; Registration G1-there is one light out; Room C3-there are two broken electrical covers; Room SP1-there are five lights out; Theater-there are nine lights out.
Restrooms/Fountains			X	Boys Restroom by the Gym Lobby-the floor is dirty; Boys Restroom Next to Room D1-the toilets are dirty and there is a urine smell; Girls Restroom by the Gym Lobby-the floor is dirty; Girls Restroom by the Main Gym-there is a broken toilet seat; Girls Restroom Next to Room D8-the floor is dirty; Girls Restroom Next to Room E10-the toilets are dirty. Girls Restroom Next to Room E10-there is a loose faucet.
Safety (Fire Safety, Hazardous Materials)			X	Kitchen-the Ansul fire suppression system inspection is outdated; Room C5-a blocked fire extinguisher; Room E3-there is a blocked fire extinguisher; Room N1-there is a blocked fire extinguisher; Room E10-the room number is missing; Room F6-the room number is missing.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Small Gym-seven windows are broken.



Instructional Materials (School Year 2014-15)

Twin Rivers Unified held a public hearing on October 7, 2014, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in June 2014, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Economics	Pearson/Prentice Hall	2007	Yes	0.0%
9th-12th	ELD	National Geographic / Hampton Brown	2008	Yes	0.0%
9th-12th	English/ Language Arts	McDougal Littell	2002	Yes	0.0%
9th-12th	Foreign Language	Holt	2008	Yes	0.0%
9th-12th	Foreign Language	Holt	2005	Yes	0.0%
9th-12th	Foreign Language	Houghton Mifflin	2002	Yes	0.0%
9th-12th	Foreign Language	Pearson/Prentice Hall	2008	Yes	0.0%
12th	Health	Pearson	2014	Yes	0.0%
11th	History/ Social Studies	Glencoe/ McGraw Hill	2006	Yes	0.0%
10th	History/ Social Studies	Pearson/ Prentice Hall	2007	Yes	0.0%
10th-12th	History/ Social Studies	Pearson/ Prentice Hall	2006	Yes	0.0%
9th-12th	Mathematics	College Preparatory Math	2014	Yes	0.0%
9th-12th	Mathematics	Houghton Mifflin/ McDougal Littell	2008	Yes	0.0%
10th-12th	Science	Glencoe/ McGraw Hill	2007	Yes	0.0%
9th-12th	Science	Holt	2007	Yes	0.0%
9th-12th	Science	Pearson/ Prentice Hall	2006	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34765053434370Textbooks_1.pdf

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	37	37	48	46	44	48	60	59	60

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	48
School	48
Males	53
Females	43
African American/Black	22
American Indian	*
Asian	57
Filipino	*
Hispanic	48
Pacific Islander	*
White	69
Socioeconomically Disadvantaged	47
Students with Disabilities	33
Migrant Education	*
Two or More Races	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	36	37	39	40	42	40	54	56	55
Mathematics	12	10	14	41	41	40	49	50	50
History/Social Science	26	26	20	29	31	31	48	49	49

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

The table displays the school's API ranks and actual API point changes by student group for the past three years.

API School Results			
	2011	2012	2013
Statewide	2	2	2
Similar Schools	6	6	5
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	37	4	-4
Black or African American			
Actual API Change	21	4	-
Hispanic or Latino			
Actual API Change	27	6	4
White			
Actual API Change	44	6	5
Socioeconomically Disadvantaged			
Actual API Change	48	-4	-2
English Learners			
Actual API Change	35	12	-15
Students with Disabilities			
Actual API Change	3	-20	6

Workforce Preparation (School Year 2011-12)

It is the goal of Highlands High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies to foster critical thinking, problem solving, leadership, and academic skills ensure work-readiness skills.

The district has established career academies. The Career-themed learning communities serve as schools-within-a school. Academic courses that meet high school graduation and college entrance requirements are linked with technical courses that focus on the academy's field of work. Work-based learning opportunities for students tie classroom activities to internships with local employers. Highlands High School is the main site for Business Academy. Within the academy the following programs are offered:

- Virtual Enterprise
- Business Concepts

The students are evaluated in the courses through grades, projects, portfolios, interviews, and worksite evaluation.

Highlands High School offers a variety of programs to help students explore career and employment options. Regional Occupational Program (ROP) classes provide advanced training and employment opportunities with local businesses. ROP classes are available in:

- Webpage Design
- Health and Nursing
- Business

The table displays questions and answers about student participation in Highlands High School's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	110
What percent of the school's pupils complete a CTE program and earn a high school diploma?	98.6%
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0%

UC/CSU Course Completion

Students at Highlands High School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2013-14)

In the spring of each year, Twin Rivers Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ).

California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2013-14)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language/arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

CAHSEE By Subject for All Grade Ten Students									
	2011-12			2012-13			2013-14		
	School	District	State	School	District	State	School	District	State
English	42	37	56	40	34	57	44	32	56
Mathematics	41	37	58	45	35	60	47	34	62

The second table displays the percent of students, by group, achieving at each performance level in English language arts and math separately for the most recent testing period.

	CAHSEE By Student Group for All Grade Ten Students					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	61	23	16	58	31	12
All Students School	56	27	17	53	31	16
Male	61	28	12	50	33	17
Female	51	27	22	57	28	15
African American	69	25	6	69	28	3
Hispanic or Latino	57	25	18	49	36	15
White	45	26	29	51	16	32
English Learners	96	4	0	74	22	4
Socioeconomically Disadvantaged	58	27	15	54	31	15
Students with Disabilities	96	0	4	92	4	4

UC/CSU Course Enrollment

Percentage

Student Enrolled in Courses Required for UC/CSU Admission (2013-14)	69.0%
Graduates Who Completed All Courses Required for UC/CSU Admission (2012-13)	22.1%

* Duplicated Count (one student can be enrolled in several courses).

Percentage of Students in Healthy Fitness Zone

2013-14

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.4%	19.4%	25.4%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Parent & Community Involvement (School Year 2014-15)

Opportunities for parent involvement and active participation at Highlands High are: BEST Program, Parent Committee, School Site Council (SSC), English Language Advisory Committee (ELAC), and Parent Workshops. Parents have a place to meet at the Parent Center with a full-time coordinator. Parents and community members are also encouraged to volunteer in the classroom, club activities and as field trip chaperones. For more information on school committees, activities, or to become a volunteer, please contact the school at (916) 566-3465.

Contact Information

Parents who wish to participate on Highlands High School leadership teams, school committees, activities or become a volunteer, please contact the school' at (916) 566-3465.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout & Graduation Rates (Four-Year Cohort Rate)

Highlands High School believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students:

- BEST Program
- Counseling
- Outreach Services

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates			
	10-11	11-12	12-13
Dropout Rate	24.4%	16.8%	13.8%
Graduation Rate	68.0%	77.7%	82.0%

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Discipline & Climate for Learning

Highlands High School fosters an atmosphere that is conducive to learning, both on campus and at related activities. The school places emphasis on the safety and well-being of everyone at the school and believes that students have a right to learn and teachers have a right to teach. School rules and policies outlining dress code, attendance, school rules, and disciplinary procedures, are sent home to parents and students each summer and are provided to teachers in a binder. These rules are reviewed at the parent orientation, and Back to School Night, as well as in the school newsletter and memos sent home to parents. Policies are also discussed with future students during visits to the school.

The suspensions and expulsions for the past three years are illustrated in the chart. Suspensions are reported as total number of incidents, not students suspended, as some students may have been suspended on multiple occasions. Suspensions and expulsions rates reflect incidents divided by total enrollment.

The three-year statewide rates for comparison are as follows:

2011-12: 5.7%
2012-13: 5.1%
2013-14: 4.4%

The statewide expulsion rate has been 0.1% for each of the last three years.

Completion of High School Graduation Requirements - Class of 2013

	Suspensions & Expulsions					
	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	226	521	241	5588	5607	5513
Suspension Rate	26.2%	58.5%	29.3%	17.7%	17.8%	17.7%
Expulsions	2	0	0	18	12	20
Expulsion Rate	0.2%	0.0%	0.0%	0.1%	0.0%	0.1%

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2011-12 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	82.8%	67.1%	84.6%
African American/Black	73.1%	61.6%	75.9%
American Indian	100%	53.1%	77.8%
Asian	107.7%	81%	92.9%
Filipino	80%	68.8%	92.2%
Hispanic or Latino	77.2%	61.3%	80.8%
Pacific Islander	0%	66.7%	84.1%
White	89.8%	73.7%	90.2%
Two or More Races	71.4%	73.1%	89%
English Learners	52.2%	49.3%	53.7%
Socioeconomically Disadvantaged	92.2%	69.7%	82.6%
Students with Disabilities	80%	55.1%	60.3%

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress (School Year 2013-14)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		N/A	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	N/A	N/A
Percent Proficient	No	No	N/A	N/A
API School Results	N/A		N/A	
Graduation Rate	No		N/A	

Federal Intervention Program (School Year 2014-15)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2009-2010	2010-2011
Year in PI (2014-15)	Year 5	Year 3
# of Schools Currently in PI	-	51
% of Schools Identified for PI	-	100.0%



Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Advanced Placement Classes (School Year 2013-14)

Highlands High School prepares and encourages students to continue their education past high school. Highlands High School offers Advanced Placement (AP) courses for students seeking to qualify for college units. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college units at most of the nation's colleges.

Advanced Placement Classes

	# of Courses
Mathematics	2
Science	1
Social Science	2
Totals	5
Percent of Students in AP Courses	0.5%

School Safety Plan

The School Site Safety Plan is evaluated and revised annually in the fall by school site staff members. Revisions to the Safety Plan are communicated to all staff annually.

School Leadership

Darryl Hawthorne serves as principal and is a graduate of Highlands High School. Leadership is made up of administrators, faculty, staff, students and community members on the school site council to ensure achievement of the goals and standards in the single plan for student achievement (site plan). The School Leadership Team (SLT) is comprised of teacher leaders, department heads, administrators and is responsible for the instruction planning, professional development calendar and site plan monitoring. Opportunities for leadership include:

- School Site Council
- School Leadership Team
- ELAC

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	12	13	14	12	13	14	12	13	14	12	13	14
By Subject Area												
English	25	20	26	18	20	10	5	19	15	17	7	8
Mathematics	23	21	24	15	19	15	16	20	9	6	7	11
Science	25	21	24	9	16	10	14	18	15	4	-	3
Social Science	25	23	27	8	10	10	4	7	4	11	10	11

Counseling & Support Staff (School Year 2013-14)

In addition to academics, the staff at Highlands High School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The counselor to pupil ratio is 1:411. The chart lists support staff that are available to all students at Highlands High School.

Students with special education needs are accommodated with a variety of options and in the least restrictive environment possible. The support staff develops an Individual Education Plan (IEP) for any student with emotional, social, and/or developmental disabilities. The IEP defines the individualized instruction a special needs student will receive, which may include placement in one of the Special Day Classes, the Resource Specialist Program, and/or sessions with the Speech/Language Specialist. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	2	2.0
Bilingual Paraeducators	1	1.0
Health Assistant	1	1.0
Librarian/library media teacher	1	1.0
Nurse	1	0.2
Psychologist	1	0.33
Resource Specialist Program (RSP) Teacher	3	2.5
RSP Aide	3	3.0
Special Day Class (SDC) Teacher	3	3.0
Speech and Language Specialist	1	0.33

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and both formal and non-formal, non-evaluative observations are designed to promote high quality instruction as well as comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are adapted from the California Standards for the Teaching Profession and address the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2013-2014 school year, Twin Rivers Unified School District offered 2 non-student professional development days for elementary teachers and secondary teachers. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on Transitioning/ Implementation of the Common Core Standards for all grade levels. These strategies include teaching practices for promoting 21st century skills. For the 2013-2014 year, the district supported approximately 73 beginning teachers through the district's BTS program and coached a cohort of NBCT (National Board Certification for Teachers) candidates. TRUSD recognized 5 brand-new National Board Certified Teachers at the end of the year.

School Site Teacher Salaries (Fiscal Year 2012-13)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$62,534
District	\$68,898
Percentage of Variation	-9.2%
School & State	
All Unified School Districts	\$70,720
Percentage of Variation	-11.6%

Teacher & Administrative Salaries (Fiscal Year 2012-13)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2012-13		
	District	State
Beginning Teachers	\$40,000	\$41,761
Mid-Range Teachers	\$54,473	\$66,895
Highest Teachers	\$85,204	\$86,565
Elementary School Principals	\$100,560	\$108,011
Middle School Principals	\$105,080	\$113,058
High School Principals	\$114,809	\$123,217
Superintendent	\$205,358	\$227,183
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	38.0%
Administrative Salaries	6.0%	5.0%

Expenditures & Services Funded (Fiscal Year 2012-13)

Based on 2012-13 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

- Targeted Instruction Improvement Block Grant**
- PE Block Grant**
- School and Library Improvement Block Grant**
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Carl Perkins
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Head Start
- State Lottery
- English Language Acquisition Program
- Title II
- CA Partnership Academies
- Title I
- Charter School Fund
- Title III
- Special Education
- Pupil Retention Block Grant

Supplemental/Restricted expenditures come from money that is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,283
From Supplemental/Restricted Sources	\$3,801
From Basic/Unrestricted Sources	\$5,482
District	
From Basic/Unrestricted Sources	\$4,698
Percentage of Variation between School & District	16.7%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	16.9%

Curriculum Development

All curriculum development at Highlands High School revolves around the California State Content Standards and Frameworks. The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Extracurricular Activities

Highlands High School recognizes that extracurricular activities enrich the educational and social development and experiences of students. The district encourages and supports student participation in extracurricular activities without compromising the integrity and purpose of the educational program. Extracurricular activities offered at Highlands High School include the following:

SPORTS

- Football
- Volleyball
- Cross Country
- Soccer
- Basketball
- Track
- Baseball
- Softball
- Golf
- Tennis
- Wrestling
- Cheer
- Swimming

CLUBS

- Asian Club
- Digital Media and Production
- B.E.S.T. Club
- Friday Night Live Club
- AVID
- Academic Decathlon Club
- Spanish Club
- Yearbook Club
- Drama Club

Student Recognition

Highlands High has implemented the Building Effective Schools Together (BEST) program to change the school culture and create more positive reinforcement strategies for our students. This program allowed us to bring a renewed focus on student recognition with monthly perfect attendance and most improved student awards. Students receive group and individual awards for achievement and participation in state CST and CAHSEE testing. Also, students are recognized for their academic achievements during the awards nights held in the fall and spring semester of each year.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

